Special Education: Teaching Students with Learning Disabilities

0383

www.ets.org/praxis
Welcome to The Praxis™ Study Companion

Prepare to Show What You Know

You have gained the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a Praxis™ test.

Using The Praxis Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the tests
- Specific information on the Praxis test you are taking
- A template study plan
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!
# Table of Contents

*The Praxis™ Study Companion guides you through the 10 steps to success*

1. Know What to Expect ................................................................. 4
   *Familiarize yourself with the Praxis tests so you know what to expect*

2. Familiarize Yourself with Test Questions .................................. 5
   *Become comfortable with the types of questions you’ll find on the Praxis tests*

3. Understand Your Scores .......................................................... 9
   *Understand how tests are scored and how to interpret your test scores*

4. Learn About Your Test ............................................................. 11
   *Learn about the specific test you will be taking*

5. Determine Your Strategy for Success ....................................... 15
   *Set clear goals and deadlines so your test preparation is focused and efficient*

6. Develop Your Study Plan ......................................................... 18
   *Develop a personalized study plan and schedule*

7. Review Smart Tips for Success ................................................ 22
   *Follow test-taking tips developed by experts*

8. Practice with Sample Test Questions ........................................ 24
   *Answer practice questions and find explanations for correct answers*

9. Check on Testing Accommodations ......................................... 32
   *See if you qualify for accommodations that may make it easier to take the Praxis test*

10. Do Your Best on Test Day ......................................................... 33
    *Get ready for test day so you will be calm and confident*

**Appendix: Other Questions You May Have** ................................ 35
1. Know What to Expect

*Familiarize yourself with the Praxis tests so you know what to expect*

**Which test should I take?**
Each state or agency that uses the Praxis tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency’s testing requirements at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

**How are the Praxis tests given?**
Praxis tests are given in both computer and paper formats. **Note:** Not all Praxis tests are offered in both formats.

**Should I take the computer- or paper-delivered test?**
You should take the test in whichever format you are most comfortable. Some test takers prefer taking a paper-and-pencil test, while others are more comfortable on a computer. Please note that not all tests are available in both formats.

**If I’m taking more than one Praxis test, do I have to take them all in the same format?**
No. You can take each test in the format in which you are most comfortable.

**Is there a difference between the subject matter covered on the computer-delivered test and the paper-delivered test?**
No. The computer-delivered test and paper-delivered test cover the same content.

**Where and when are the Praxis tests offered?**
You can select the test center that is most convenient for you. The Praxis tests are administered through an international network of test centers, which includes some universities, high schools, Prometric® Testing Centers, and other locations throughout the world.

Testing schedules depend on whether you are taking computer-delivered tests or paper-delivered tests. See the Praxis Web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).
Step 2: Familiarize Yourself with Test Questions

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you’ll find on the Praxis tests

The Praxis tests include two types of questions — multiple-choice (for which you select your answers from a list of choices) and constructed-response (for which you write a response of your own). You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don’t spend time during the test figuring out how to answer them.

Understanding Multiple-Choice Questions

Many multiple-choice questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?
(A) Strawberry
(B) Cherry
(C) Vanilla
(D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) Limit your answer to one of the choices given. You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).

2) Eliminate incorrect answers. You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) Verify your answer. You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer multiple-choice questions on the practice tests.
Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

(A) Literal and inferential
(B) Concrete and abstract
(C) Linear and recursive
(D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don’t be intimidated by words you may not understand. It might be easy to be thrown by words like “recursive” or “inferential.” Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for multiple-choice questions containing “NOT,” “LEAST,” and “EXCEPT”

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, marking places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. If you see a format you are not familiar with, read the directions carefully. Then read and approach the question the way you would any other question, asking yourself what you are supposed to be looking for and what details are given in the question that will help you find the answer.

Here is an example of a format you might not have encountered before:

Directions: The following question asks you to analyze teacher goals and actions intended to lead to the achievement of the goal. Decide whether the action is likely or unlikely to lead to the achievement of the goal.
Step 2: Familiarize Yourself with Test Questions

**GOAL:** To increase the participation of low-achieving middle school students in whole-class discussions.

**ACTION:** Instead of asking for volunteers, the teacher randomly calls on students to discuss homework assignments.

- (A) Likely, because students who feel anxiety about being called on will be more at ease and will pay more attention to class discussions
- (B) Likely, because low-achieving students often hesitate to volunteer and random questioning will increase responses from those students
- (C) Unlikely, because students in the middle school grades prefer to have a choice in responding to discussions
- (D) Unlikely, because students' positive feelings toward the teacher will decrease

To answer this question correctly you must read the directions, which explain how the paragraph marked “GOAL,” the paragraph marked “ACTION,” and the answer choices fit together. The answer is (B) because it is the only action that is both “likely” to be successful and “likely” to be the right reason. To answer this question, first decide whether the action was likely to achieve the desired goal. Then select the reason. This two-part selection process brings you to your answer.

**QUICK TIP:** Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on Praxis tests. They are intended to be serious, straightforward tests of your knowledge.

**Understanding Constructed-Response Questions**

Constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth explanations on particular topics. Essay and problem solving are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- “Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models.”
- “We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It’s time to put limits on advertising.”
- “Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work.”

A problem-solving question might ask you to solve a mathematics problem such as the one below and show how you arrived at your solution:

a) In how many different ways can 700 be expressed as the product of two positive integers? Show how you arrived at your answer.

b) Among all pairs of positive integers whose product is 700, which pair has the maximum greatest common divisor? Explain how you arrived at your answer.
Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

**QUICK TIP:** You may find that it helps to circle each of the details of the question in your test book or take notes on scratch paper so that you don't miss any of them. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found in “4. Learn About Your Test” on page 11.
3. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the Praxis test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?
States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?
The Praxis Series tests are part of a national testing program, meaning that they are required in more than one state for licensure. The advantage of a national program is that if you move to another state that also requires Praxis tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?
Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your Praxis scores mean
You received your score report. Now what does it mean? It’s important to interpret your score report correctly and to know what to do if you have questions about your scores.

To access Understanding Your Praxis Scores, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective
Your score report indicates:

• Your score and whether you passed
• The range of possible scores
• The raw points available in each content category
• The range of the middle 50 percent of scores on the test
• Your Recognition of Excellence (ROE) Award status, if applicable (found at www.ets.org/praxis/scores/understand/roe)

If you have taken the same test or other tests in The Praxis Series over the last 10 years, your score report also lists the highest score you earned on each test taken.
Content category scores and score interpretation

On many of the Praxis tests, questions are grouped into content categories. To help you in future study or in preparing to retake the test, your score report shows how many “raw points” you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates Praxis tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. Updated tests cover the same content as the previous tests. However, scores might be reported on a different scale, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years.

These resources may also help you interpret your scores:

• Understanding Your Praxis Scores (PDF), found at www.ets.org/praxis/scores/understand
• The Praxis Series Passing Scores (PDF), found at www.ets.org/praxis/scores/understand
• State requirements, found at www.ets.org/praxis/states
4. Learn About Your Test

Learn about the specific test you will be taking

Special Education: Teaching Students with Learning Disabilities (0383)

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<tr>
<th>Test Name</th>
<th>Special Education: Teaching Students with Learning Disabilities</th>
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<tr>
<td>Test Code</td>
<td>0383</td>
</tr>
<tr>
<td>Time</td>
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<td>Number of Questions</td>
<td>120</td>
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<td>Format</td>
<td>Multiple-choice questions</td>
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<td>Test Delivery</td>
<td>Paper delivered</td>
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Test at a Glance

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<th>Content Categories</th>
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<th>Approximate Percentage of Examination</th>
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<td>I. Development and Characteristics of Students with Learning Disabilities</td>
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</tr>
<tr>
<td>II. Planning and Managing the Learning Environment</td>
<td>32</td>
<td>26%</td>
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<tr>
<td>III. Instruction</td>
<td>33</td>
<td>28%</td>
</tr>
<tr>
<td>IV. Identification, Eligibility, and Placement</td>
<td>14</td>
<td>12%</td>
</tr>
<tr>
<td>V. Foundations and Professional Responsibilities</td>
<td>21</td>
<td>17%</td>
</tr>
</tbody>
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About This Test

The Special Education: Teaching Students with Learning Disabilities test measures whether entry-level special educators of students with learning disabilities have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

This test may contain some questions that will not count toward your score.
Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Development and Characteristics of Students with Learning Disabilities

A. Human Development and Behavior
1. Knows typical and atypical human growth and development
2. Understands the similarities and differences between students with and without learning disabilities
3. Understands the similarities and differences among students with learning disabilities
4. Knows the etiology of learning disabilities
5. Knows the incidence, prevalence, and risk factors relating to learning disabilities
6. Is familiar with the neurological and medical factors that impact the learning of students with learning disabilities
7. Knows the impact of coexisting conditions and exceptionalities on students with learning disabilities
8. Knows that various medications affect students with learning disabilities
9. Knows how social and emotional development may differ in students with learning disabilities

B. Theoretical Approaches to Learning and Motivation
1. Knows that a number of variables affect how individual students learn and perform
2. Knows the key differences among the various theoretical approaches to student learning and motivation
3. Knows how typical cognitive functions differ in students with learning disabilities
4. Knows that language development may differ for students with learning disabilities
5. Knows the impact of language development and listening comprehension on the learning of students with learning disabilities
6. Understands how particular deficits affect learning and academic skills

II. Planning and Managing the Learning Environment

A. Curriculum Development
1. Understands the basic concepts of curriculum development
2. Knows how to access and select resources for students with learning disabilities
3. Knows how to select instructional content, resources, and strategies appropriate for students with learning disabilities
4. Knows how to select and adapt assessments for students with learning disabilities
5. Knows how to integrate affective, social, and life skills with academic curriculum
6. Knows how to integrate instructional and assistive technology into instructional planning
7. Knows how to develop longitudinal, comprehensive, individualized programs in collaboration with team members

B. Managing the Learning Environment
1. Understands basic classroom management theories and strategies for students with learning disabilities
2. Understands the impact of a safe, equitable, positive, and supportive learning environment
3. Knows how to select and implement a behavior management strategy appropriate to individual students
4. Knows how to use a functional behavior assessment to develop a behavior intervention plan
5. Knows how to establish and maintain rapport with students
6. Knows strategies for modifying the learning environment in order to manage behavior
7. Knows how to design and manage daily routines
III. Instruction
A. Knows and Understands Instructional Techniques
1. Understands how to develop observable and measurable instructional objectives
2. Understands how to develop and implement a lesson plan
3. Knows how to apply task analysis to instructional planning
4. Knows how to implement and/or adapt strategies, interventions, and resources appropriate to the needs of individual students
5. Knows instructional methods for facilitating generalization of skills across learning environments
6. Understands instructional methods for supporting strengths and addressing deficits in perception, comprehension, memory, and retrieval
7. Knows how to use student responses and performance for guiding instruction and providing feedback to students
8. Knows how to manage instructional variables in inclusive classrooms
9. Knows augmentative and assistive strategies for supporting and enhancing communication skills of students with learning disabilities
10. Knows various methods for facilitating students’ development of literacy skills
11. Knows how to facilitate understanding of subject-area vocabulary and content for students with learning disabilities
12. Knows strategies for helping students monitor for errors in written and oral communication
13. Knows a variety of approaches to mathematical instruction
14. Understands the importance of and implements strategies for teaching students self-advocacy
15. Understands a variety of strategies for supporting student learning
16. Knows strategies for promoting students’ development of self-regulatory skills
17. Knows how to adapt the learning environment based on input from stakeholders

IV. Identification, Eligibility, and Placement
A. Understands the basic terminology used in assessment
B. Is familiar with the uses, strengths, and limitations of various assessment instruments
C. Knows procedures for the formal and informal assessment of students with learning disabilities
D. Knows how to interpret data from informal and formal assessments for identification, eligibility, placement, and program recommendations
E. Knows factors that can lead to misidentification of students with learning disabilities
F. Knows indicators or behaviors that may be associated with early identification of a learning disability
G. Knows procedures for identifying students who may be at risk for developing a learning disability
H. Knows how to report assessment data to a variety of stakeholders
I. Knows how to create and maintain assessment records
V. Foundations and Professional Responsibilities

A. Educational Rights for Students with Disabilities

1. Understands federal terminology and definitions relating to special and general education students
2. Understands federal requirements for the screening, pre-referral, referral, identification, and classification of students with disabilities under IDEA
3. Understands federal safeguards of stakeholders’ rights and their impact on education decisions
4. Understands the components of an Individualized Family Service Plan (IFSP) and an Individualized Education Program (IEP)
5. Knows the provisions of major legislation that impact the field of special education
6. Knows the basic characteristics and defining factors for each of the major disability categories as defined under IDEA

B. Historical and Professional Foundations

1. Is familiar with current issues and trends in the field of special education
2. Knows how to locate information on current research, practice, issues, and movements in the field of special education
3. Knows the legal and ethical implications of laws and regulations related to the rights of students and teachers
4. Knows the impact of learning disabilities on individuals, families, and society across the life span
5. Is familiar with strategies for assisting families to understand the implications of a student’s disability
6. Knows strategies for planning and conducting collaborative conferences with students, their families, and school and community members
7. Understands their collaborative role in the creation, implementation, and assessment of IEPs and IFSPs
8. Knows strategies for assisting families, school personnel, and community members in planning appropriate transitions for students with disabilities
9. Knows techniques for structuring and supervising the activities of personnel (e.g., paraprofessionals, tutors, and volunteers) who work with students with disabilities
10. Knows how to integrate input from students and parents/caregivers in instructional planning and decision making
11. Knows strategies for communicating with parents/caregivers about students’ progress and needs
12. Understands their role as an advocate for special education and a resource for information relating to students with disabilities and their educational experience
5. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective *Praxis* test preparation doesn’t just happen. You’ll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) **Learn what the test covers.**

You may have heard that there are several different versions of the same test. It’s true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You’ll find specific information on the test you’re taking in “4. Learn About Your Test” on page 11 section, which outlines the content categories that the test measures and what percentage of the test covers each topic.

Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

2) **Assess how well you know the content.**

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you’ve been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you’ve studied your content area, make a concerted effort to prepare.

3) **Collect study materials.**

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your college library have a good introductory college-level textbook in this area?
- Does your local library have a high school-level textbook?

Study guides are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Each guide provides a combination of test preparation and practice, including sample questions and answers with explanations.

4) **Plan and organize your time.**

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time at [www.ets.org/praxis/register/centers_dates](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.
5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you’ll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found in “3. Understand Your Scores” on page 9.

7) Develop a study plan.

A study plan provides a road map to prepare for the Praxis tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 20 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

• Plan the group’s study program. Parts of the study plan template, beginning on page 18 can help to structure your group’s study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group’s mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column (“Dates I will study the content”), you can create an overall schedule for your group’s study program.

• Plan individual group sessions. At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 12 to select topics, and then select practice questions, beginning on page 24.

• Prepare your presentation for the group. When it’s your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.
• **Take the practice test together.** The idea of the practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone’s confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.

• **Learn from the results of the practice test.** Score one another’s answer sheets. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.

• **Be as critical as you can.** You’re not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.

• **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.

• **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.
6. Develop Your Study Plan

*Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Praxis I® Pre-Professional Skills Test: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the “Learn about Your Test” and “Topics Covered” information beginning on page 11 to help complete it.

**Use this worksheet to:**
1. Define Content Areas: List the most important content areas for your test as defined in the Topics Covered section.
2. Determine Strengths and Weaknesses: Identify your strengths and weaknesses in each content area.
3. Identify Resources: Identify the books, courses, and other resources you plan to use for each content area.
4. Study: Create and commit to a schedule that provides for regular study periods.

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<th>Praxis Test Name:</th>
<th>Praxis I® Pre-Professional Skills Test: Reading</th>
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<td><strong>Literal Comprehension</strong></td>
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<td>Main Ideas</td>
<td>Identify summaries or paraphrases of main idea or primary purpose of reading selection</td>
<td>2</td>
<td>Middle school English text book</td>
<td>College library, middle school teacher</td>
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<td>Supporting Ideas</td>
<td>Identify summaries or paraphrases of supporting ideas and specific details in reading selection</td>
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<td>Organization</td>
<td>Identify how reading selection is organized in terms of cause/effect and compare/contrast</td>
<td>3</td>
<td>Middle and high school English text book</td>
<td>College library, middle and high school teachers</td>
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<td>Organization</td>
<td>Identify key transition words/phrases in reading selection and how used</td>
<td>4</td>
<td>Middle and high school English text book</td>
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<td>Vocabulary in Context</td>
<td>Identify meanings of words as used in context of reading selection</td>
<td>3</td>
<td>Middle and high school English text book, dictionary</td>
<td>College library, middle and high school teachers</td>
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<td>Evaluation</td>
<td>Determine whether evidence strengthens, weakens, or is relevant to arguments in reading selection</td>
<td>5</td>
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<td>College library, course notes, high school teacher, college professor</td>
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<td>Evaluation</td>
<td>Determine role that an idea, reference, or piece of information plays in author's discussion/argument</td>
<td>5</td>
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<td>College library, course notes, high school teacher, college professor</td>
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<tr>
<td>Evaluation</td>
<td>Determine if information presented is fact or opinion</td>
<td>4</td>
<td>High school text book, college course notes</td>
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<td>Evaluation</td>
<td>Identify relationship among ideas presented in reading selection</td>
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<td>Inferential Reasoning</td>
<td>Draw inferences/implications from directly stated content of reading selection</td>
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<td>Inferential Reasoning</td>
<td>Determine logical assumptions on which argument or conclusion is based</td>
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<td>Inferential Reasoning</td>
<td>Determine author's attitude toward materials discussed in reading selection</td>
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<td>Recognize or predict ideas/situations that are extensions of, or similar to, what has been presented in reading selection</td>
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<td>Generalization</td>
<td>Draw conclusions from materials presented in reading selection</td>
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<td>Generalization</td>
<td>Apply ideas presented in a reading selection to other situations</td>
<td>3</td>
<td>High school text book, college course notes</td>
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<td>10/27/12</td>
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# My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in the Learn about Your Test and Topics Covered sections.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

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7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the Praxis test and make the best use of your time.

Should I Guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don’t know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

Yes. You can go through the questions from beginning to end, as many test takers do, or you can create your own path. Perhaps you will want to answer questions in your strongest area of knowledge first and then move from your strengths to your weaker areas. On computer-delivered tests, you can use the “Skip” function to skip a question and come back to it later. There is no right or wrong way. Use the approach that works best for you.

Are there trick questions on the test?

No. There are no hidden meanings or trick wording. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on multiple-choice tests follow patterns. Another myth is that there will never be more than two questions with the same lettered answer following each other. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write in the test booklet or, for a computer-delivered test, on the scratch paper I am given?

Yes. You can work out problems right on the pages of the booklet or scratch paper, make notes to yourself, mark questions you want to review later or write anything at all. Your test booklet or scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to mark your answers on the answer sheet or enter them on the computer.

Smart Tips for Taking the Test

1. For a paper-delivered test, put your answers in the right bubbles. It seems obvious, but be sure that you fill in the answer bubble that corresponds to the question you are answering. A significant number of test takers fill in a bubble without checking to see that the number matches the question they are answering.

2. Skip the questions you find extremely difficult. Rather than trying to answer these on your first pass through the test, leave them blank and mark them in your test booklet. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you
can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess.

3. **Keep track of the time.** Bring a watch to the test, just in case the clock in the test room is difficult for you to see. Keep the watch as simple as possible—alarms and other functions may distract others or may violate test security. If the test center supervisor suspects there could be an issue with your watch, they will ask you to remove it, so simpler is better! You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down in one section, you might decide to move on and come back to that section later.

4. **Read all of the possible answers before selecting one.** Then reread the question to be sure the answer you have selected really answers the question. Remember, a question that contains a phrase such as “Which of the following does NOT …” is asking for the one answer that is NOT a correct statement or conclusion.

5. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

6. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the GRE® or other similar-looking (but in fact very different) tests. It doesn't matter on the Praxis tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use The Praxis Series tests at [http://www.ets.org/s/praxis/pdf/passing_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the Web site of the state for which you are seeking certification/licensure.

7. **Use your energy to take the test, not to get angry at it.** Getting angry at the test only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.
8. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

The sample questions that follow illustrate the kinds of questions on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Note: In this test, the following special education terminology will appear:

- Individualized Education Program may be referred to as an IEP
- Attention-Deficit/Hyperactivity Disorder may be referred to as ADHD
- The Individuals with Disabilities Education Act may be referred to as IDEA
- A multidisciplinary team or Child Study Team may be referred to as an IEP team
- A teacher assistant, teacher aide, or paraeducator may be referred to as a paraprofessional
- The No Child Left Behind Act may be referred to as NCLB
- A biological parent, legal guardian, surrogate, natural, adoptive, or foster parent may be referred to as a parent

1. Developmental profiles of individuals with learning disabilities can best be characterized as
   (A) uneven
   (B) delayed
   (C) flat
   (D) accelerated

2. Students with learning disabilities typically can benefit most from whole-language instruction if it is combined with direct instruction in
   (A) auditory comprehension
   (B) phonics and word recognition
   (C) visual-motor integration
   (D) visual memory

3. A deficit in which of the following areas would most accurately be called a phonological deficit?
   (A) Comprehension of the meanings associated with words
   (B) Ability to recognize differences between sound combinations
   (C) Monitoring the volume of one’s own speech
   (D) Construction of complete sentences

4. Which of the following theoretical explanations best accounts for the difficulties that students with learning disabilities often experience with short-term memory function?
   (A) Inefficient processing and initial encoding of information
   (B) Inefficient transfer of information into long-term memory
   (C) Difficulties in utilizing working memory
   (D) Difficulties in generalizing from one situation to another
5. According to most research, the most prevalent area of difficulty for students with learning disabilities is
   (A) eye-hand coordination
   (B) mathematics
   (C) reading
   (D) oral language

6. Antoinette is a tenth-grade student with a learning disability. Her new English teacher expects everyone to join in class discussions and will call on students when their hands are not raised. Since Antoinette does not like to participate in class discussions, she will not raise her hand in class. Whenever the teacher calls on her, Antoinette makes a joke or becomes disruptive. Of the following approaches Antoinette’s teacher can use, which is most likely to help Antoinette participate successfully in class discussions?
   (A) Sending Antoinette to the office whenever she makes a joke or is disruptive
   (B) Allowing a classmate to read aloud the answers Antoinette writes
   (C) Seating Antoinette away from her peers, close to the teacher’s desk
   (D) Requiring Antoinette to answer one question each day and agreeing to call on her only when she raises her hand

7. Students with learning disabilities are more likely than students without disabilities to exhibit which of the following?
   (A) Clear dominance of the left brain for learning
   (B) Deficits in long-term memory retrieval
   (C) Selective attention disorders
   (D) Characteristics of giftedness in artistic expression

8. According to Piaget’s stages of cognitive development, the last stage in development is
   (A) preoperational
   (B) sensorimotor
   (C) formal operations
   (D) concrete operations

9. Leila is a 9-year-old fourth grader who currently receives special education services under the category of other health impaired. She often acts impulsively and frequently leaves her seat to roam around the classroom.

Which of the following best describes a shaping technique that can be used to help Leila control her wandering around?
   (A) Allowing Leila to move freely around the classroom for one minute every half hour
   (B) Reinforcing Leila’s behavior every time she successfully approximates the goal of remaining seated for a targeted amount of time
   (C) Reminding Leila that she will lose a classroom privilege whenever she leaves her seat to just walk around
   (D) Removing tokens from Leila’s class bank account each time she gets out of her seat without permission

10. According to IDEA, which of the following most closely describes a student with a specific learning disability?
   (A) A student who has an impairment in one or more of the basic psychological processes involved in understanding and using spoken or written language
   (B) A student who has an emotional or behavioral disorder but shows no signs of a neurological brain injury
   (C) A student who has a disorder that interferes with the ability to have meaningful social interactions with peers
   (D) A student who has a disorder that is characterized by a short attention span, distractibility, and impulsivity
11. Which of the following is developed by a team planning early intervention services for a 2-year-old preschooler?
(A) Individualized Family Service Plan
(B) Individualized Education Program
(C) Behavior Intervention Plan
(D) Section 504 Plan

12. Jen, a sixth-grade student, receives special education services under the category of specific learning disability. Jen’s IEP states that written assignments will be completed using word processing and speech recognition software. Which of the following is most likely to promote successful use of assistive technology?
(A) Limiting the amount of written homework
(B) Providing software for home use
(C) Assigning keyboarding homework
(D) Allowing choice of topic for written assignments

13. Which of the following methods of accommodating test takers is used most often for students with learning disabilities?
(A) Administering a test on a computer and providing a screen reader
(B) Delivering a test in sign language and providing a scribe to record answers
(C) Administering a test orally and recording a test taker’s responses
(D) Providing a small-group setting for testing and allowing extended time

14. Alicia is an 8-year-old bilingual student with learning disabilities. Which of the following would her special education teacher find most useful to determine skill levels for beginning instruction?
(A) The history of her school attendance
(B) Results of tests given to her in her native language
(C) Her grades from the previous school year
(D) Data on her socioeconomic background

15. Which of the following describes the best way for a teacher to help a student, Robert, improve his behavior in class?
(A) Having Robert tally the number of times he finds himself involved in an off-task behavior during class time
(B) Asking a classmate to put a check mark next to Robert’s name whenever Robert pays attention for 10 minutes
(C) Requesting an aide to physically stand by Robert and signal him whenever he is not paying attention during class
(D) Having Robert use a self-record sheet to indicate whether he was on task or off task when he heard a cue from an audiotape

16. The teachers in a third-grade inclusion classroom have students who read on many different levels. To be sure all students have access to the curriculum, the teachers must differentiate reading instruction. Which of the following will best allow the teachers to differentiate reading instruction?
(A) Guided reading
(B) Literature circles
(C) Shared read-alouds
(D) Book clubs

17. The mission statement for a certain elementary school states that positive growth occurs when diverse student bodies work together and help one another reach instructional goals. Which of the following educational practices is most likely to be used at the school to foster the full inclusion of students with disabilities?
(A) Homogeneous grouping
(B) Looping
(C) Heterogeneous grouping
(D) Tracking
18. Which of the following strategies would best achieve a teacher's goal of activating and bridging a students' prior knowledge before, during, and after reading content-area text?
   (A) KWL
   (B) Semantic feature analysis
   (C) Reciprocal questioning
   (D) SQ3R

19. Penny is a student with learning disabilities who attends a school that offers a full-inclusion program for students with IEPs. In such a setting, where does Penny receive the services documented in her IEP?
   (A) Resource rooms
   (B) Mini-lesson pullout stations
   (C) A self-contained classroom
   (D) A general education classroom

20. Which of the following best explains why using the IQ discrepancy model to identify the presence of a learning disability has fallen into disfavor?
   (A) It identified too many students as having a learning disability.
   (B) It did not use reliable, validated, standardized assessments.
   (C) It may have used biased assessments.
   (D) It documented unexpected underachievers.

21. Which of the following instructional models is most appropriate to follow when teaching reading to a tenth-grade student with a learning disability who cannot decode well and does not recognize important sight words?
   (A) A constructivist approach with a focus on making meaning using high-quality literature
   (B) A multimodal approach with an emphasis on oral and visual language
   (C) A direct instruction approach with an emphasis on explicit phonics and decoding
   (D) A sheltered English immersion approach like that used with the student's English-as-a-second-language (ESL) peers

22. Fariq is a fourth-grade student with specific learning disabilities in mathematics calculation and problem solving. Which of the following best characterizes curriculum-based assessments in mathematics that are appropriate for Fariq?
   (A) Using RTI to compare Fariq's progress to that of his peer groups
   (B) Using objectives from Fariq's IEP to evaluate his progress and adapt instruction
   (C) Using standardized assessments to track Fariq's progress in the school district's curriculum
   (D) Using an IQ test to determine whether Fariq is making adequate yearly progress
23. Rafe is a 15-year-old student with learning disabilities and emotional and behavioral disorders. He has a goal contract that he reviews weekly with his teachers. It has him track his own behavior and earn rewards for compliance. Which of the following best characterizes the classroom management strategy being used with Rafe?

(A) Reality therapy  
(B) Ecological assessment  
(C) Functional assessment  
(D) Contingency-based self-assessment

24. Coral’s parents believe that Coral has a learning disability that the school has neglected to identify, thereby denying their child an appropriate education. They say they are considering a lawsuit. Which of the following is the best first action for the school to take in response to the parents’ concerns?

(A) Preferential seating and after-school tutoring for Coral  
(B) Prereferral screening and in-class observations of Coral  
(C) Formal testing and evaluation of Coral by a psychologist  
(D) Meeting with the parents’ attorney to discuss special education mandates
Answers to Sample Questions

1. (A) is correct because a defining characteristic of learning disabilities is the uneven development of the various components of mental ability, some developing normally, while others are delayed. (B) is incorrect because overall development is not delayed. (C) is incorrect because a flat profile would indicate the absence of development. (D) is incorrect because accelerated overall development would not indicate the presence of a disability.

2. (B) is correct because most students with a learning disability require direct instruction in phonics and word recognition. (A), (C), and (D) are incorrect because auditory comprehension, visual-motor integration, and visual memory are not generally needed by students with learning disabilities.

3. (B) is correct because a phonological deficit involves the sound structure of a language, such as how sounds combine into sequences. (A) is incorrect because comprehension of the meanings attached to words relates to the semantic rather than the phonological structure of language. (C) is incorrect because monitoring the volume of one's own speech is a difficulty with speech output, but is not related to the sound structure of the language and so does not represent a phonological deficit. (D) is incorrect because the construction of complete sentences relates to syntactic structure.

4. (A) is correct because the difficulties that students with learning disabilities experience commonly appear to arise because information is not processed and coded efficiently as it comes in. (B) is incorrect because the inefficient transfer of information into long-term memory is not generally believed to account for difficulties with short-term memory. (C) is incorrect because difficulties in utilizing working memory, the ability to keep information in mind while performing other cognitive tasks, is not generally believed to account for difficulties with short-term memory. (D) is incorrect because, although a student with learning disabilities may experience difficulties in generalizing from one situation to another, it does not clearly account for short-term memory problems.

5. (C) is correct because most students with learning disabilities experience some difficulty with reading. (A), (B), and (C) are incorrect because, while a student with learning disabilities may experience difficulty with eye-hand coordination, mathematics, or oral language, they are not the most prevalent area of difficulty for these students.

6. (D) is correct because it demonstrates respect for Antoinette (who is about 16 years old), will help her accept the responsibility of participating in class discussions, and addresses her refusing to participate and act appropriately by establishing a clear and measurable goal. (A) is incorrect because it is a punishment and would actually allow Antoinette to avoid participating in English class. (B) is incorrect because this option would enable Antoinette to avoid participating in class discussions and would not necessarily change her acting-out behavior. (C) is incorrect because it would isolate Antoinette, be embarrassing, and does not encourage behavior change; on the contrary, it is likely to reinforce the joking and disruptions.

7. (C) is correct because research indicates that students with learning disabilities are likely to lag behind other children in their ability to identify and focus on the key aspects of a task while disregarding the less important aspects. (A) is incorrect because it has not been proven that students with learning disabilities are more likely than other students to have either left-brain or right-brain dominance for learning. (B) is incorrect because students with learning disabilities have not particular difficulty with long-term memory retrieval. (D) is incorrect because there is no clear evidence to suggest that students with learning disabilities are more gifted than others in artistic expression.

8. (C) is correct because the period of formal operations goes from 12 years and onward. (A) is incorrect because it covers ages 2–7 years. (B) is incorrect because the stage lasts from birth to 2 years old. (D) is incorrect because the period spans from ages 7 to 12 years.

9. (B) is correct because shaping involves choosing close approximations and reinforcing successive approximations to the target each time it occurs. (A) is incorrect because allowing movement breaks is not a shaping technique, but rather an example of inadvertently reinforcing non-desired behaviors. (C) is incorrect as using a reprimand is an example of punishment, not shaping. (D) is incorrect as this is an example of using a response cost strategy instead of shaping.
10. (A) is correct because it is the definition of a learning disability as outlined in the 2004 IDEA Reauthorization. (B) is incorrect because it is the definition of an emotional behavior disorder, not a specific learning disability as defined by IDEA. (C) is incorrect because it is describing an attachment disorder, not a specific learning disability as defined by IDEA. (D) is incorrect because it is describing Attention Deficit/Hyperactivity Disorder, not a specific learning disability as defined by IDEA.

11. (A) is correct because an Individualized Family Service Plan focuses on the family and the child’s needs. (B) is incorrect because although an Individualized Education Program may be necessary when the child turns 3, the Individualized Family Service Plan fits their immediate needs better. (C) is incorrect because a behavior intervention plan is developed in response to a functional behavior assessment in order to change inappropriate behaviors in students. (D) is incorrect because a Section 504 Plan is utilized for a child with a physical or mental impairment and lists the accommodations and modifications that will help them to succeed, but does not address the family needs.

12. (B) is correct because the student would be able to practice using the same programs at school and home, thus reinforcing her writing skills. (A) is incorrect because limiting homework does not help her to use the writing programs. (C) is incorrect because although typing practice is useful, it does not help her to use the programs, one of which is voice recognition software and does not require typing. (D) is incorrect because the accommodation of choice will not promote more successful use of assistive technology.

13. (D) is correct because small-group settings and extended time are the two most common accommodations for students with a learning disability. Such students need much more time to respond and this extra time is usually given to small groups of students in a special room for testing. (A) is incorrect because administering a test on a computer and providing a screen reader are accommodations given to students with vision impairments, a low incidence disability. (B) is incorrect because delivering a test in sign language and providing a scribe are accommodations most likely provided to deaf students. (C) is incorrect because administering a test orally and recording the test taker’s responses are accommodations most likely provided when a student is blind.

14. (B) is the correct answer as the information provided by the tests will best help her special education teacher determine where to begin instruction. (A), (C), and (D) will not provide the appropriate information needed for knowing where to begin instruction.

15. (D) is correct because self-monitoring is a method for a student to learn how to change behaviors by becoming aware and usually involves a self-recording data sheet to be completed at known intervals; in this case, at a cue from the audiotape. (A) is incorrect because the student is not instructed on how to record his behavior, nor is a cue available to indicate when he should monitor his behavior. (B) is incorrect because having another student record a student’s behavior does not make it self-monitoring and is an improper use of any student’s class time. (C) is incorrect because having a teacher (or third party) observe a student is not allowing the student to monitor his own behavior.

16. (A) is correct because guided reading allows teachers to work with small groups of students while focusing on the students’ levels and differentiating instruction while working within the groups. (B) is incorrect because a literature circle allows the students to choose books based on their interests rather than their reading levels and the students are more independent. (C) is incorrect because a read-aloud helps the teacher to model or share a book with students, but does not focus on their reading levels. (D) is incorrect because a book club is similar to a literature circle, where students choose their books and work more independently within their interest-based group.

17. (C) is correct because heterogeneous groups are made up of students with diverse abilities and this practice is helpful in including students with special needs. (A) is incorrect because homogeneous groups cluster students with similar abilities and this process does not promote inclusion. (B) is incorrect because looping refers to when a teacher follows the same class from one grade to the next. (D) is incorrect because tracking refers to grouping students in courses that reflect the differences in the students’ prior learning.
18. (A) is correct because a KWL chart allows the teacher and the student to fill in what they know, what they want to know, and what they have learned while reading content area texts. (B) is incorrect because semantic feature analysis takes words apart and discusses their meaning. (C) is incorrect because reciprocal questioning requires two students to read together and pose questions to one another. (D) is incorrect because SQ3R is the strategy of survey, question, read, recite, and review, and is used during active reading and does not normally involve accessing prior knowledge.

19. (D) is correct because a full-inclusion approach to special education services begins with the assumption that all students have the right to be educated in the general education classroom with their peers. In this model, the special education teacher works with the general education teacher in his or her classroom, and provides services without removing a student from the general education environment. (A) is incorrect because resource rooms provide full-length pullout classes as needed by students. (B) is incorrect because mini-lesson pullout stations provide short, individualized lessons in stations outside the classroom. (C) is incorrect because students in self-contained classrooms stay together most of the day because of their special needs.

20. (A) is correct because according to the Council for Exceptional Children, use of the model resulted in too many children being identified as having a learning disability when in fact they needed better instruction and monitoring. (B) is incorrect because the IQ-discrepancy model used standardized tests. (C) is incorrect because the tests used may have been biased against certain groups in the population, but this has not been conclusively proven. (D) is incorrect because the test did identify some underachieving students, but this was seen as a good result and not the main reason they are no longer used to determine the difference between IQ and achievement.

21. (C) is correct because the student needs practice and frequent feedback in the fundamental skills of reading—decoding, recognizing sound combinations, sounding out words, recognizing words in isolation and in passages, and comprehending. (A) is incorrect because a constructivist approach is best for an independent learner who has mastered the basic reading skills. (B) is incorrect because a multimodal approach is also constructivist and requires that a student use oral and written language confidently and with ease. (D) is incorrect because a sheltered English approach is for English learners who do not have reading disabilities.

22. (B) is correct because by focusing on Fariq’s work in class and on the objectives spelled out in his IEP, the teachers are assessing Fariq in the context of the current curriculum. If Fariq is not making adequate yearly progress in achieving his IEP objectives, his teachers can use curriculum-based assessments as the basis for modifying or adapting instruction. (A) is incorrect because RTI is not used to compare students with one another. (C) is incorrect because standardized assessments are not specifically designed for individual students and are not likely to be sufficient when assessing Fariq. (D) is incorrect because an IQ test is not used to determine adequate yearly progress.

23. (D) is correct because contingency-based self-assessment makes the student responsible for monitoring his own behavior. (A) is incorrect because reality therapy involves an interview of the student by a teacher. (B) is incorrect because an ecological assessment examines the student’s interactions in various environments. (C) is incorrect because a functional assessment identifies antecedents, consequences, and setting and is usually conducted by the teacher.

24. (B) is correct because before educators can label a student as having a learning disability, they must ensure the student has received research-based interventions that hold some promise of helping the student improve. (A) is incorrect because preferential seating and tutoring may help but are not likely to prove effective. (C) is incorrect because formal testing should be used if pre-referral screening and in-class observations are unsuccessful. (D) is incorrect because talking to the parents’ lawyer at this point is premature. The parents have not initiated legal action and may not even have a lawyer.
9. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/accommodations/plne.

What if I cannot take the paper-based test on Saturday?

Monday is the alternate paper-delivered test day for test takers who can't test on Saturday due to:

- religious convictions
- duties as a member of the United States armed forces

Online registration is not available for Monday test takers. You must complete a registration form and provide a photocopy of your military orders or a letter from your cleric. You'll find details at www.ets.org/praxis/register/accommodations/monday_testing.

What if I have a disability or other health-related need?

The following accommodations are available for Praxis test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book (14 pt.)
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs (PDF), which can be found at http://www.ets.org/praxis/register/disabilities.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.
10. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You are prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the Praxis test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test and bring food with you to eat during break to keep your energy level up
- bring an acceptable and valid photo identification with you
- bring a supply of well-sharpened No. 2 pencils (at least 3) and a blue or black pen for the essay or constructed-response tests
- be prepared to stand in line to check in or to wait while other test takers check in
- select a seat away from doors, aisles, and other high-traffic areas

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the necessary amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- scrap paper
- any electronic, photographic, recording, or listening devices

Note: All cell phones, smart phones (e.g., BlackBerry®, devices, iPhones®, etc.), PDAs, and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen USING such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.
Step 10: Do Your Best on Test Day

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

☐ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?

☐ Have you followed all of the test registration procedures?

☐ Do you know the topics that will be covered in each test you plan to take?

☐ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?

☐ Do you know how long the test will take and the number of questions it contains?

☐ Have you considered how you will pace your work?

☐ Are you familiar with the types of questions for your test?

☐ Are you familiar with the recommended test-taking strategies?

☐ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?

☐ If constructed-response questions are part of your test, do you understand the scoring criteria for these items?

☐ If you are repeating a Praxis test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the Praxis test, do your best, pass it—and begin your teaching career!
Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the Praxis tests.

What do the Praxis tests measure?
The Praxis tests measure the specific pedagogical skills and knowledge that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success. The assessments are designed to be comprehensive and inclusive, but are limited to what can be covered in a finite number of questions and question types.

What are the Praxis I tests?
The Praxis I tests measure basic skills in reading, writing, and mathematics. All these tests include multiple-choice questions and the Writing test also includes an essay question. Praxis I tests are designed to evaluate whether you have the academic skills needed to prepare for a career in education.

What are the Praxis II tests?
Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators teach, as well as general and subject-specific teaching skills and knowledge. Ranging from Agriculture to World Languages, there are more than 130 Praxis II tests, which contain multiple-choice or constructed-response questions, or a combination of both.

What is the difference between Praxis multiple-choice and constructed-response tests?
Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific Praxis II pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area.

The tests do not measure your actual teaching ability, however. Teaching combines many complex skills that are typically measured in other ways, including classroom observation, videotaped practice, or portfolios not included in the Praxis test.

Who takes the tests and why?
Some colleges and universities use the Praxis I tests to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Praxis I scores as part of their teacher licensing process.

Individuals entering the teaching profession take the Praxis II tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require Praxis II tests for professional licensing.

Do all states require these tests?
The Praxis Series tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires Praxis testing for licensure. You can find details at www.ets.org/praxis/states.
**What is licensure/certification?**

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

**Why does my state require The Praxis Series tests?**

Your state chose The Praxis Series tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

**How were the tests developed?**

ETS consulted with practicing teachers and teacher educators around the country during every step of The Praxis Series test development process. First, ETS asked them which knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the multiple-choice and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and ETS Standards for Quality and Fairness.*

When your state adopted the research-based Praxis tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the Praxis tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

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How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for computer-delivered tests are available faster than scores for paper-delivered tests. Scores for most computer-delivered multiple-choice tests are reported on the screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official scores for computer-delivered tests are reported to you and your designated score recipients approximately two to three weeks after the test date. Scores for paper-delivered tests will be available within four weeks after the test date. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the Web?

All test takers can access their test scores via their Praxis account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log in to your Praxis account at www.ets.org/praxis and click on your score report. If you do not already have a Praxis account, you must create one to view your scores.

Note: You must create a Praxis account to access your scores, even if you registered by mail or phone.
Your teaching career is worth preparing for, so start today!
Let the Praxis™ Study Companion guide you.